“Blackout” -- Emmy Brown

Content Standard:CC.1.R.L.9 Compare and contrast the adventures and experiences of characters in stories.

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| Assessment: Students will be given a computer that has access to Wordle and asked to create a Wordle using items they would need during a blackout.  Materials/resources:  Book: Blackout by John Rocco, chart paper, marker and a computer for each student that has access to [www.wordle.net/](http://www.wordle.net/), Blackout Trailer: <http://www.youtube.com/watch?v=b3g5olFEUT8>  Learning Activities: Whole Group: 30 minutes; Individual: 30 minutes  Initiation: The teacher will introduce the students to Blackout. The teacher will play the trailer for the students. The teacher will ask the students predictions of the book after viewing the trailer. The teacher will tell the students that it is about a blackout and to pay close attention to the items that the characters are using.  Lesson Development:   1. The teacher will read the book to the students. 2. During the story the teacher should stop periodically to make the students aware of items the characters use during the blackout. 3. After the story is read, the teacher will discuss with the students the main ideas from the book. The teacher will ask the students about the items the characters used during the blackout and other items they think may be important. The teacher will ask the students why they think this item is important to have during a blackout. The teacher will write these ideas on chart paper. 4. The teacher will then tell the students that they will be creating a Wordle that displays important items that they would need during a blackout.   Closure: The class will come together and each student will have the opportunity to show their Wordle to the class and choose one item, not mentioned already in class discussion, to share with the class. The student will state the item and say why it is important to have during a blackout. |

“A Ball For Daisy” -- Emmy Brown

Content Standard: CC 6 R L 3 Describe how a story’s plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.

Assessment: Students will create a story to go along with the illustrations. This story will be graded using a rubric that includes story structure as well as writing conventions.

Materials/Resources: The book A Ball for Daisy by Chris Raschka

Access to a computer with word processing abilities for the final project.

Learning Activities:

Initiation: We will “read” the book. I will ask the students to put words to the pictures in their heads as I read the book to the class.

Lesson Development:

1. Students will each read the book again jotting down ideas for dialogue and text to go with the pictures.
2. Students will write a rough draft of their story and share it with a partner.
3. They will then edit the stories with their partners.
4. They will need to use a word processing or powerpoint to complete the final draft of their stories.

Closure: Students will share their stories with the class and then turn them in to be graded.

“Me...Jane” -- Emmy Brown

Content Standard: CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Assessment: Students will produce a finished piece of writing graded with Collins Writing FCAs deemed appropriate.

Materials/Resources: The book “Me...Jane” by Patrick McDonnell, Writing paper, and pencils

Learning Activities:

Initiation: Read aloud Me . . . Jane and discuss how the author took a real person and real events from her life and organized them into a picture book.

Lesson Development:

1. Use Me . . . Jane, as well as other picture book biographies, as a model.
2. Ask students to research one aspect of a person’s life and write a picture book about that person.

Closure: Student’s will share their books with the class.

“Grandpa Green” -- Emmy Brown

Content Standard: 5H1 Multiple-tier timelines can be used to show relationships among events and people.

Assessment: Students will research and create a multi-tiered timeline of 2 adult family members.

Materials/Resources: “Grandpa Green” by Lane Smith, long white construction paper, and colored pencils

Learning Activities:

Initiation: Read “Grandpa Green” to the class. Discuss the illustrations and chronology of the text. Discuss how the illustrations are like a timeline of grandpa’s life.

Lesson Development:

1. Choose 2 adults that you would like to learn more about. It can be a family member such as a grandparent, a friend or even someone you admire.
2. Work with small groups to determine some questions you would need to ask. Make a list. Where were they born? Find one or two interesting facts about when they were a child. Did something happen in Middle or High school that was significant? When were they married? Or what did they do after graduation? Use the book to ask questions about this special person.
3. Ask the questions of both people and record answers.
4. Create the two-tiered timeline on the construction paper.

Closure: Students will present their timelines to the class.